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## Educational Writings

*Special subjects in the elementary school.*—Some years ago Messrs. Kendall and Mirick published a book on the fundamental subjects of the elementary curriculum. In that book they discussed the methods of teaching these subjects and also the fundamental purposes which each of the subjects aims to attain in the training of children in the lower schools. The present volume<sup>1</sup> completes the work started in the earlier book by presenting a discussion of the special subjects such as music, physical education, drawing, nature-study, and constructive work in the lower grades. Instead of depending on their personal experiences for the treatment of these subjects, the authors have called in specialists in each field and have merely edited their discussions of each of these subjects. As in all composite books of this type, there is a variety in the points of view presented. One might almost say that each of the specialists has written with the over-enthusiasm of one who is devoted to a single interest. One reads the advocacy of attention to the “curve beautiful” in Mr. Daniels’ discussion of drawing with some skepticism as to its usefulness for the elementary teacher. One feels in reading the work of Mr. Gebhard on music that the ends which he sets will be difficult or impossible of attainment for the ordinary teacher who is not a specialist in this subject. It is nevertheless of value to the teacher who has to deal with all of these subjects to have a statement from a specialist even if it is not possible in ordinary school work to reach all of the goals which are described.

Another question which arises in the mind of the reader of a composite book of this sort is the question of the wisdom of dividing the elementary course into the fundamental and special subjects. So long as a subject has to be classified as special in the school curriculum it is likely to be treated with much less deference in the making up of the program and in the arranging of the general organization of the school than are the other subjects which are regarded as more essential. Nature-study will never become a genuine part of the elementary child’s education so long as it is classified as special and is so treated in the organization of the work. That these subjects are different from the fundamental subjects does not justify treating them as less significant. The time has come when nature-study will have to be a part of every well-rounded elementary course.

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<sup>1</sup> CALVIN N. KENDALL and GEORGE A. MIRICK, *How to Teach the Special Subjects* Boston: Houghton Mifflin Co., 1918. Pp. xvi.+310. \$1.60.

There are certain other special subjects which might have been taken up. These deserve at least as full treatment from the specialists as that given to the subjects here included. For example, there is no adequate treatment in either book of the work in household arts for girls. There is no adequate treatment of such matters as the use of the library, which has come to be in many elementary schools a very appropriate subject of special instruction.

The present book will be useful as a series of essays on the special school subjects and will stimulate many teachers to more complete work in these lines. A fully organized course of study calls for a treatment of other subjects in at least equal compass and a co-ordination of all into a well-rounded curriculum where the different elements shall be closely correlated with each other.

*Suggestions on recreation to teachers.*—Mr. Curtis<sup>1</sup> has addressed a series of discussions to teachers with the evident desire of encouraging them to plan somewhat more carefully their own personal leisure time. The book is made up of a series of comments on various different types of recreational opportunities. The author's judgments are offered on almost every subject that could properly come up under this head. There is a chapter on teachers' institutes which criticizes this institution and suggests some modifications of the program of institutes. There is a chapter on summer schools and one on camps and after-school recreations.

The criticisms are in many cases fully justified, but the positive program which is offered as a substitute for the program criticized is in many cases wholly inadequate. The problem of reorganizing teachers' institutes is no trivial problem to be discussed merely from the point of view of recreation. One of the most serious problems before school administrators at the present time is that of providing adequate training for teachers in service. This phase of the subject Mr. Curtis evidently does not attempt to take up. His treatment of institutes will remain inadequate until he has compassed the educational as well as the recreational side of the problem. The same type of criticism may be made of the treatment of a number of the topics.

*Illustrative material for study of cloth-making.*—A new book<sup>2</sup> prepared to be used as a college and normal-school textbook will interest elementary teachers because of the illustrative material which it contains. There are excellent pictures in the book showing the different stages of development

<sup>1</sup> HENRY S. CURTIS, *Recreation for Teachers*. New York: The Macmillan Co., 1918. Pp. xvi.+288. \$1.60.

<sup>2</sup> MARY·LOIS KISSELL, *Yarn and Cloth Making*. New York: Macmillan, 1918. Pp. xxvii.+252. \$1.60.

of the textile arts. The book is a very sketchy outline of the material in the field. It gives a full bibliography and thus introduces the teacher who wants to find the material to the literature of the subject.

*Psychological essays.*—Two books are offered to teachers and general readers dealing with a number of topics in psychology more or less directly related to the problems of the school. It is interesting to note that these two volumes include not only the usual topics treated in textbooks in psychology, but also a number of related general topics which deal with the remoter problems of bodily activity and general physical and mental hygiene.

Professor Swift's book<sup>1</sup> follows the lines which he has taken up in some of his earlier books. There is, for example, a very interesting chapter on the psychology of learning. In addition there are chapters on fatigue, memory, the psychology of testimony and rumor, and a final chapter on the psychology of digestion.

Mr. Peters' book<sup>2</sup> is somewhat more conventional in its treatment, including chapters on imagination and its culture, or the use of memory, and on mental imagery. His volume includes in the later chapters such matters as the popular hero, one's life-work, saving work from drudgery, and loyalty.

These books are offered as reading-books for teachers' reading circles or as general series of essays for the common reader. They are paralleled in the current literature by a number of books which have to do directly with the school subjects and their analysis.

These books are hopeful signs of a more general interest in psychology. As long as that subject remained a mere textbook subject many of its topics were not fully discussed, but when the whole round of human behavior is included, as in Mr. Swift's book and to some extent in Mr. Peters' book, it indicates that the fundamental principles of psychology are being applied in a general way to the whole range of human interests and human activities.

*Routine investigations.*—The publication of material prepared for Doctors' theses in any field of scientific work has come to be recognized as one of the essential steps in the promotion of research. Two contributions recently issued by Teachers College represent material of the type produced by advanced students working on problems set for them as research problems. The first<sup>3</sup> on material of instruction deals in a general way with a number of

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<sup>1</sup> EDGAR JAMES SWIFT, *Psychology and the Day's Work*, New York: Scribner, 1918. Pp. viii+388.

<sup>2</sup> CHARLES CLINTON PETERS, *Human Conduct*. New York: Macmillan, 1918. Pp. xii+430. \$1.30.

<sup>3</sup> J. W. HECKERT, *The Organization of Instruction Materials*. Teachers College, Columbia University, Contributions to Education, No. 87, 1917. Pp. v+107.

the principles which are involved in the arrangement of outlines of courses of study and individual lessons. The material included in this monograph will be suggestive to school superintendents and supervisors who have before them the problem of reorganizing the course of study. The introductory chapter summarizes the statements of Dewey, McMurry, and others, with regard to the principles on which the course of study should be organized.

The second monograph<sup>1</sup> sets forth a statistical investigation and confirms the findings of numerous recent investigations in which it is shown that the attainments of children in one grade overlap the attainments of children in the grades above and below.

Both pieces of work are of a routine type. It would be to the advantage of readers of educational writings if authors would make clear in prefaces the character of their publications. Otherwise there is danger that the casual school officer who does not interest himself in detailed routine studies will form a false judgment with regard to the scientific work which is being done in education.

*Household arts and related subjects.*—The problems of domestic organization have for some years past engaged increasingly the attention of schools from the elementary grades through the college. Cooking and sewing appear today in the curricula of all of the leading elementary schools of the country. This work is carried forward by the high school and college to such an extent that it may be said that household arts constitute a regular part of the curriculum offered to girls and young women in every grade of schools.

The number of books which have been produced for use in these various classes is comparatively small. The new series prepared by the J. B. Lippincott Company will attract the attention of teachers in all grades of schools because of the information which they contain and also because of the organization which they give to the various types of subject-matter commonly included in the household arts. The two new volumes of this series which have just appeared deal with home and community hygiene<sup>2</sup> and the business side of household organization<sup>3</sup>. Earlier volumes dealt with clothing for women and successful canning and preserving. A number of volumes are in prospect and are announced for immediate publication.

<sup>1</sup> PAUL J. KRUSE, *The Overlapping of Attainments in Certain Sixth, Seventh, and Eighth Grades*. Teachers College, Columbia University, Contributions to Education, No. 92, 1918. Pp. 91.

<sup>2</sup> JEAN BROADHURST, *Home and Community Hygiene*. Lippincott's Home Manuals, edited by BENJAMIN R. ANDREWS. Philadelphia: J. B. Lippincott Co., 1918. Pp. xiii+428.

<sup>3</sup> C. W. TABER and OTHERS, *The Business of the Household*. Lippincott's Home Manuals, edited by BENJAMIN R. ANDREWS. Philadelphia: J. B. Lippincott Co., 1918. Pp. xii+438.

The book on home and community hygiene begins with a chapter on bacteria and then takes up in succession such problems as the handling and serving of food in a sanitary way, the care of milk, the water supply, and so on. There are chapters later in the book on mental hygiene and vital statistics on infant welfare and tuberculosis. Each of the chapters gives a body of information and also a series of suggestions with regard to the best methods of dealing with the health problems taken up in that chapter. The book is available for college classes and might well be used in high-school classes. The elementary teacher who is in need of suggestions will find much material in these chapters which can be adapted to instruction in the lower grades.

The book on the business of the household is very much more directly related to forms of instruction that are common in the elementary school. There is a statement of the proper division of the income. There are suggestions with regard to methods of making a budget and keeping household accounts. Several of the chapters in this book are simply enough phrased for the material to be used directly in the upper grades of the elementary school.

As attempts to organize the material for instruction in these complicated subjects the books are to be highly commended. It is to be hoped that they will stimulate the preparation of other equally systematic and complete discussions of these various topics which can be used as textbooks in the grades. Much of the material here presented is too elementary to justify receiving attention for the first time in college classes or even in high-school classes. Much of this material would be interesting to children of elementary-school age. What is needed is the preparation of this material in proper form for presentation to these younger children.

*Constructive projects for boys.*—The manual-training class cannot maintain the interest of boys if the things which they are asked to build in this class are artificial or remote from their own practical interests. Furthermore, many of the things which boys are allowed to build in the shop are small and give no play to their desire for larger constructive projects. The book prepared by Mr. Blackburn<sup>1</sup> is designed to give boys something to do outdoors on a large scale and at the same time to satisfy their desires for constructive projects having to do with their own lives. There are excellent plans in this book for the building of outdoor parallel bars and basketball standards, for building judges' stands for tennis and bicycle racks and

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<sup>1</sup> SAMUEL A. BLACKBURN, *Boy Activity Projects*. Peoria, Ill.: Manual Arts Press, 1918. Pp. 143. \$1.25.

spring boards. There are plans for making the equipment for shops and for building cages for animals. The book contains many suggestive descriptions of projects which can be utilized either to supplement or to replace some of the formal types of work which have commonly characterized the manual-training shop.

*Community centers in schools.*—The organization of a community center in a school building very frequently encounters the difficulty that no one in the company knows exactly how to go about organizing the community for this project or carrying on the work after it has been started. Mr. Jackson<sup>1</sup> has attempted in a book of 150 pages to outline the practical methods of organizing a community center. The book contains a suggested constitution for such an organization and describes some of the activities that may properly be taken up. There is a chapter on how to organize. In this chapter the various steps are described by which the community can be persuaded to come together and lay out a program for continuous constructive work.

There can be no doubt that any agency which will promote the study of community problems will be able during the next few years to make valuable contributions to public life. The example of Europe will stimulate many discussions in this country of the relations between different levels of society. There are practical social problems which will become urgent political problems in the immediate future. The proper solution of all these social and political problems will depend on the dissemination of intelligent views. Since the schools of an earlier generation have not prepared the common man and the common woman to formulate such views, it becomes a public obligation to provide training centers for adults. Evidently all these training centers cannot be schools in the ordinary sense of the word; nor can they employ instructors as in the grades and in the high school. It is, however, possible to organize a community so that instruction may be disseminated in the form of discussions and even in the form of readings and exercises that resemble class exercises. There need be no hesitation on the part of any community in deciding to continue educational opportunities for older people.

The community center idea is therefore a timely idea in the midst of the social demands which the reconstruction period is sure to make on popular intelligence. The movement has had the support of the President of the United States. Mr. Jackson therefore very appropriately inserts as the

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<sup>1</sup> HENRY E. JACKSON, *A Community Center, What It Is and How to Organize It*. New York: Macmillan, 1918. Pp. 159.

first page of his book a letter from the President to the State Councils of Defense urging that the schools be employed to prepare people for the intelligent handling of their social and civic problems.

*Moral education.*—Morality in its broadest terms is today much more clearly recognized as an end of education than it ever was before. There was a time when laxity of public morality was allowed to pass without serious condemnation. There was a time when the advocate of teaching morality in the schools was in danger of being looked down on as a prude. All that was in the days when the conscience of the nation was dormant and when morality was a matter apart from the common occurrences of life.

Mr. Engleman has reflected the new attitude in such typical chapters of his book<sup>1</sup> as those entitled "Moral and Religious Education through Nature Study and Science," "Moral Instruction through Manual Training," "Moral Education through Vocational Direction," and so on through a long list which makes it clear that every step taken by the school is in the direction of a sounder attitude toward life or in the direction away from such a strong attitude.

The book is free from sentimentality. It grows out of the practical experience of a man who has been successful in organizing schools and stimulating young people to think seriously of their educational opportunity. It will help teachers and parents to think of methods of guiding pupils. It is suitable for reading circles and personal reading. It would be a good book for teachers' meetings and might with advantage be put into the hands of pupils in the higher grades. Each chapter closes with a list of questions and references, making the book a starting-point for fuller discussion.

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<sup>1</sup> J. O. ENGLEMAN, *Moral Education in School and Home*. Chicago: Benj. H. Sanborn & Co., 1918. Pp. xiv+314.

## II. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

CURTIS, HENRY S. *Recreation for Teachers*. New York: Macmillan, Pp. 288. \$1.00.

HALL-QUEST. *The Textbook. How to Use and Judge It*. New York. Macmillan. 1918. Pp. xiv+265.

KENDALL, CALVIN N. and MIRICK, GEORGE A. *How to Teach the Special Subjects*. Boston: Houghton Mifflin Co. 1918. Pp. xvi+310.



NORSWORTHY and WHITLEY. *Psychology of Childhood*. New York: Macmillan. 1918. Pp. 374. \$1.60.

SEARS, J. B. *Classroom Organization and Control*. Boston: Houghton Mifflin Co. 1918. Pp. xii+300.

### BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS AND PUPILS

ALLEN, WILLIAM H. and KLEISER, CLARE. *Stories of Americans in The World War*. New York: Institute for Public Service. 51 Chambers Street. 1918. Pp. 176.

BRYANT, SARA CONE. *I Am An American*. Boston: Houghton Mifflin Co. 1918. Pp. iv+159.

FOOS, CHARLES S. *School District of Reading, Pa.* Pamphlets One, Two and Three. Tentative Course of Studies: Language, Reading, Spelling, Arithmetic, Penmanship. Reading, Pa.: Department of Practical Arts. 1917. Revised 1918.

FRYER, JANE EAYRE. *Young American Readers. Our Home and Personal Duty*. Philadelphia: The John C. Winston Co. 1918. Pp. xiii+235.

GOLDBERGER, HENRY H. *English for Coming Citizens*. New York: Charles Scribner's Sons. 1918. Pp. xx and 236.

LASELLE, MARY A. *The Home and Country Readers. Book One*. Boston: Little, Brown & Co. 1918. Pp. 266.

NORLIE, OLAF MORGAN. *Principles of Expressive Reading*. Boston: The Gorham Press. 1918. Pp. 190.

SINDELAR, JOSEPH C. *Father Thrift and His Animal Friends*. Chicago: Beckley-Cardy Co. 1918. Pp. 128.

\_\_\_\_\_. *Merry Christmas Entertainments*. Chicago: Beckley-Cardy Co. 1917. Pp. 160.

SMITH, JOHN F. *Our Neighborhood*. Philadelphia: The John C. Winston Co. 1918. Pp. xi+262.

SNOW, BONNIE E. and FROELICH, HUGO B. *The Theory and Practice of Color*. New York. The Prang Co. 1918. Pp. 53.

ZIEGLER, SAMUEL H. and JAQUETTE, HELEN. *Our Community*. Philadelphia: The John C. Winston Co. 1918. Pp. xiii+240.

### BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

BROWNELL, HERBERT. *General Science*. Philadelphia: P. Blakiston's Son & Co. 1918. Pp. xi+383.

- BURNET, PERCY BENTLEY. *El Sí de Las Niñas*. New York: Henry Holt & Co. 1918. Pp. vi+175.
- DURHAM, WILLARD H. *Midsummer Night's Dream*. New Haven, Conn.: Yale University Press. 1918. Pp. 96. \$0.50.
- FARR, CLUSTER C. *Laboratory Manual in Field Crops*. New York: Macmillan. 1918. Pp. 63. \$0.52.
- GLADDEN, THOMAS LUTHER. *Plane Geometry*. Boston: Richard G. Badger. 1918. Pp. x+165.
- KARPINSKI, LOUIS C., BENEDICT, HARRY Y. and CALHOUN, JOHN W. *Unified Mathematics*. Boston: D. C. Heath & Co. 1918. Pp. viii+522.
- KISSELL, MARY LOIS. *Yarn and Cloth Making*. New York: Macmillan, 1918. Pp. 252. \$1.60.
- SAMPSON, H. O. *Effective Farming*. New York: Macmillan. 1918. Pp. xxiii+490.
- SMITH, WAYNE P. and JEWETT, EDMUND GALE. *An Introduction to the Study of Science*. New York: Macmillan. 1918. Pp. 620. \$1.40.

PUBLICATIONS OF THE UNITED STATES BUREAU OF  
EDUCATION AND SIMILAR MATERIAL IN  
PAMPHLET FORM

- ASHBAUGH, ERNEST J. *Survey of the School Buildings of Muscatine*. Extension Bulletin No. 41, University of Iowa. 1918. Iowa City, Iowa. Pp 38.
- BOSTON PUBLIC SCHOOLS. *Arithmetic. Determining the Achievement of Pupils in Common Fractions*. Bulletin No. XV of the Department of Educational Investigation and Measurement. Boston: Printing Department. 1918. Pp. 38.
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- English. *Determining the Achievement of Pupils in Letter Writing*. Bulletin No. XVI of the Department of Educational Investigation and Measurement. Boston: Printing Department. 1918. Pp. 35.
- BUREAU OF EDUCATION. *18th Annual Report of the Director of Education*. Manila. Department of Public Instruction. 1918. Pp. 165.
- JAMES, GEORGE F. *The Schools of the People*. San Francisco: Dept. Headquarters, Y. M. C. A., 507 First Nat'l Bank Bldg. Pp. 13.
- MORGAN, E. L. *Mobilizing the Rural Community*. Mass. Agricultural College Extension Bulletin No. 23. Amherst, Mass., Sept. 1918. Pp. 54.

NIMS, MARION R. *Woman in the War. A Bibliography.* Washington: Government Printing Office. 1918. Pp. 77.

FEDERAL BOARD FOR VOCATIONAL EDUCATION. *Retail Selling.* Bulletin No. 22, Commercial Educational Series No. 1, Oct. 1918. Washington: Government Printing Office. Pp. 95.

### MISCELLANEOUS BOOKS AND PAMPHLETS

ASH, SHOLON. *The God of Vengeance.* Stratford Co. Boston. 1918. Pp. 99. \$1.00.

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE. *Publication No. 15.* "The Imperial Japanese Mission." 1917. Washington, D. C. 1918. Pp. 125.

THE GENERAL EDUCATION BOARD. *Report of the Secretary, 1916-17.* New York. The General Education Board, 61 Broadway. Pp. 92.

MYRON, PAUL. *Bugle Rhymes from France.* Chicago. Mid-Nation Publishers. 1918. Pp. 138.

OTIS, EDWARD O. *Tuberculosis: Its Cause, Cure, and Prevention.* New York. Thomas Y. Crowell Co. 1918. Pp. xix+328.

DEPARTMENT OF EDUCATION, CITY OF NEW YORK. *Annual Report of the Supervisor of Lectures to the Board of Education.* 1916-17. Pp. 105  
*A Bulletin of Information Concerning the Public Schools of Richmond, Ind.* Richmond, Ind. Ballinger Press, 1917. Pp. 70.

SCHULTZ, JAMES WILLARD. *Bird Woman.* Boston. Houghton Mifflin Co. Pp. 235. \$1.50.

*The Post Mark Collection Book of the United States of America.* The Corners, Montclair, N. J. Brother Cushman, 1916. \$1.00.

*Publications of the Yerkes Observatory.*

HALE, GEORGE E. AND ELLERMAN, FERDINAND. *The Rumford Spectro-heliograph of the Yerkes Observatory.* Vol. III, Part I. 1903.

HALE, GEORGE AND KENT, NORTON A. *The Spectrum of the High Potential Discharge between Metallic Electrodes in Liquids and in Gases at High Pressures.* Volume III, Part II. 1907.

SLOCUM AND OTHERS. *Stellar Parallaxes Derived from Photographs Made with the Forty-Inch Refractor.* Vol. IV, Part I. Chicago: The University of Chicago Press.

POWERS, H. H. *America and Britain.* New York: Macmillan, 1918. Pp. 76. \$0.40.